AN ACTOR-FOCUSED PERSPECTIVE OF FAMILY-SUPPORTIVE SUPERVISION: UTILIZING THE THEORY OF PLANNED BEHAVIOR TO EXPLAIN WHY SUPERVISORS PARTICIPATE

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ABSTRACT

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The current study leverages the theory of planned behavior to examine five potential antecedents of family-supportive supervision. It was hypothesized that attitude, supervisor's participation in family-supportive supervision, family-supportive organizational perceptions and perceived behavioral control will incrementally impact one's intention to participate in family-supportive supervision. Further, one's intention to participate would subsequently lead to participation in family-supportive supervision. Data were collected from 56 supervisor-subordinate pairs and analyzed using structural equation modeling. The model fit was found to be initially poor and exploratory analyses were subsequently conducted. The exploratory analyses identified attitude, supervisor's participation in family-supportive supervision and family-supportive organizational perceptions as antecedents of perceived behavioral control which was subsequently related to subordinate rated family-supportive supervision. Future research and practical implications are discussed.

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INTRODUCTION

The nature of work has changed, and continues to change as the workforce becomes more diverse and technology drives new ways to be productive (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005; Park & Jex, 2011). As a result of these ongoing changes, researchers have taken a particular interest in terms of seeking to understand how employees manage their work and non-work lives. Specifically, researchers in the work-family field often consider the positive and negative outcomes that occur when individuals seek to effectively manage work and non-work roles. Work, be it a relatively standard nine-to-five office job or job that necessitates extensive travel and telecommuting, requires individuals to enter a work role, focusing on specific tasks, goals and responsibilities. During non-work hours, individuals also participate in other roles, such as parent, spouse, or community activist. Although it has been demonstrated that there are many positive outcomes associated with managing work and non-work roles (Greenhaus & Powel, 2006), the primary stream of research focusing on how work and non-work roles intersect emphasizes an individual's *inability* to fully participate in both roles (Eby et al., 2005). This inability is generally conceptualized as *work-family conflict*, which is defined in terms of inter-role conflict wherein the demands in one domain (e.g., work) are conceptualized to interfere with the demands in another domain (e.g., family; Greenhaus & Beutell, 1985). To this end, scholars have demonstrated that work-family conflict is consistently positively related to intent to turnover (Allen, 2001), workplace injuries (Lawarene, Halbesleben, & Paustian-Underdahl, 2013), poor diet and exercise habits (Allen & Armstrong, 2006) and lower job satisfaction and organizational commitment (Nohe & Sonntag, 2014).

In light of the numerous negative outcomes of work-family conflict, scholars have been strongly encouraged to conduct research to better understand those mechanisms that may buffer or prevent negative outcomes of work-family conflict (Kossek, Baltes, & Matthews, 2011). One line of research has demonstrated the importance of an individual's supervisor in helping employees manage their work and family roles (Allen, 2001; Kossek & Distelberg, 2009). Of increasing interest are the actions and behaviors that supervisors engage in that help their employees manage and protect against experiences of work-family conflict. Specifically, researchers have focused on family-supportive supervision as it has been shown to relate to a decrease in subordinate work-family conflict and an increase in subordinate engagement, job satisfaction and well-being (Hammer, Kossek, Yragui, Bodner, & Hanson, 2009; Hammer, Kossek, Anger, Bodner, & Zimmerman, 2011; Matthews, Mills, Trout, & English, 2014). *Family-supportive supervision* (FSS) has been defined as empathy and actions on the part of the supervisor to assist subordinates in managing their work and family lives (Thomas & Ganster, 1995). Examples of this include working with subordinates to create flexible schedules or allowing for telecommuting. Although a large body of research supports links between family-supportive supervision and important subordinate outcomes, little research has considered the antecedents that initially promote FSS; that is, a dearth of empirical work has been conducted to examine those factors that drive a supervisor to engage in family-supportive supervision.

To date, the primary theory used to frame FSS-related research is social-exchange theory (Matthews, Wayne, & McKersie, 2015). At the heart of the social exchange theory (SET; Emerson, 1976) is the idea that individuals form reciprocal relationships with one another. These relationships are the result of a series of interactions during which one or both individuals provide resources to the other (Emerson, 1976; Cropanzano & Mitchel, 2005). The strength of

the exchange relationship is subsequently dependent on the value of the resources provided. According to Emerson (1976) the exchange relationship results in unspecified obligations for both individuals, which creates a reciprocal relationship where there is mutual benefit. However, as discussed by Matthews, Wayne, and Henning (2014), for work-family scholars to truly begin to understand work-family related processes, that are conceptualized to be dyadic in nature and rooted in SET, they must begin to understand those factors that drive not just the receiver (the subordinate) but the actor (supervisor) as well.

Social exchange theory does not fully discuss the actor's underlying thought process involved in participating in family-supportive supervision. Scholars have shown that to some degree reciprocity explains why supervisors participate in family-supportive supervision (Bagger & Li, 2014), however SET fails to address the decision-making process supervisors partake in when participating in family-supportive supervision. Put differently, SET *explains,* in part, why an exchange relationship occurs between a supervisor and a subordinate, but does not speak to specific conscious or unconscious decisions the supervisor makes to participate in FSS. The importance of understanding the process that may spur family-supportive supervision has been highlighted by Straub (2012), who urged researchers to consider the behaviors and individual characteristics that may lead to FSS. In an effort to expand our nomological understanding of family-supportive supervision, in the current study the primary researcher proposes to utilize the *theory of planned behavior* (Ajzen, 1985) to explain *why* some supervisors may participate in family-supportive supervision and others may not.

More specifically, a gap in the work-family literature exists when considering the *actor perspective* in the workplace. The majority of work-family research is conducted from the *receiver's perspective,* for example, the receiver's perception of work-family conflict,

engagement and work-family spillover (Greenhaus, Ziegert, & Allen, 2012; Lapierre & Allen, 2006; Crain, Hammer, Bodner, Kossek, Moen, Lilenthas, & Buxton, 2014; Kossek, Pichler, Bodner, & Hammer, 2011; Hammer, Kossek, Bodnerm, & Crain, 2013). In the wider literature, applying actor-focused perspectives has been particular germane in terms of understanding the proximal causes (i.e., actor behaviors, emotions, cognitions) that lead to more distal behaviors of interest including examining prejudice and discrimination (Dion, 2003), as well as developing an actor-focused model of justice (Scott, Colquitt, & Paddock, 2008).

Specific to work-family research, the focus on the receiver's perspective in and of itself is not necessarily a bad thing in that these constructs make important contributions to an individual's experience at work (Hammer et al., 2013; Greenhaus et al., 2012). However, constructs such as work-family conflict, engagement and work-family spillover describe only one aspect of a larger, more complex progression of interactions at work. To more fully understand a phenomenon and create successful interventions, one must understand the larger process. In other words, specific to family-supportive supervision, work-family scholars focus almost exclusively on the receiver (i.e., the employee who perceives varying degrees of FSS) and fail to examine what drives the actor (i.e., the supervisor's actual decision to engage in FSS) to participate in behaviors that relate to receiver outcomes.

Family-supportive supervision is inherently a dyadic process (Bagger & Li, 2014), by which the supervisor consciously or unconsciously decides to participate in family-supportive supervision and the subordinate interprets subsequent supervisor behaviors. Asking the receiver (subordinate) to explain why the actor (supervisor) participates in family-supportive supervision is a distal and less accurate approach. Taking an actor focused perspective considers not only *what* stimulates the receiver's perspective but *why* and *how*, providing scholars with a more

holistic understanding of the larger process driving engagement in family-supportive supervision. Practically speaking, a more thorough understanding will be useful for organizations attempting to increase family-supportive supervision among supervisors through identifying the areas potentially hindering family-supportive supervision and subsequently creating more targeted, specific interventions that will directly assess areas of concern.

The Theory of Planned Behavior

Theory of planned behavior (TPB) is an extension of Fishbein and Ajzen's (1975) theory of reasoned action. The theory of reasoned action suggests that one's behavior is due to the intention to perform said behavior (e.g., an individual would not perform a behavior unless s/he wanted to; Fishbein & Ajzen, 1975). Further, the theory of reasoned action attests that one's intention to perform a behavior is based on a combination of one's attitude toward the behavior and one's perception of subjective norms regarding the behavior. *Attitude* is described as one's overall evaluation of the behavior and *subjective norms* are conceptualized as one's belief regarding the way significant others perceive the behavior (e.g. subjective norms are high for a behavior if significant others perceive the behavior as important; Fishbein & Ajzen, 1975). Intrinsic to the theory of reasoned action is the idea that all behaviors are in one's control, such that if an individual wants to participate in a certain behavior, he/she will. However, Ajzen (1985) introduced the concept of behavioral control, suggesting that not all behavior is in fact in an individual's control. *Perceived behavioral control* (PBC) has been conceptualized as one's beliefs concerning their abilities and access to the necessary resources to perform a specific behavior successfully (Ajzen, 1985, 1988, 1991). The theory of planned behavior recognizes behavioral control as an important antecedent for one's intention to perform a specific behavior.

Collectively then, the theory of planned behavior suggests that one's attitude, one's perception of subjective norms, and one's behavioral control dictate one's intention to perform a behavior, which in turn predicts one's actual actions (Ajzen, 1991). Meta-analyses have found strong support for the theory of planned behavior (Godin & Kok, 1996; Sutton, 1998; Armitage & Conner, 2001). To this end, the theory of planned behavior has been utilized to successfully explain substance abuse, (Lac, Crano, Berger, & Alvaro, 2013), charitable behavior (van der Linden, 2011), proenvironmental behavior (Park & Ha, 2014; Kaiser & Shimoda, 1999; Taylor & Todd, 1997; Boldero, 1995; De Groot & Steg, 2007) and withdrawal from the recruitment process (Griepentrog, Harold, Holtz, Klimoski, & Marsh, 2012). However, although the theory of planned behavior has been applied to numerous areas it has only been applied minimally to family-support within organizations. A notable exception is a study by Veiga, Baldridge, and Eddleston (2004), who leveraged conceptual arguments grounded in the theory of planned behavior to partially explain why employees participate in family-supportive programs.

Based on the existing body of research, the primary researcher proposes that the theory of planned behavior can be used to effectively explain why certain supervisors participate in family-supportive supervision while others do not. Utilizing the theory of planned behavior is particularly useful because it may shed light on *specific* areas, whether organizational or individual, that may inhibit or promote supervisors to participate in family-supportive supervision. That is, by examining family-supportive supervision through the lens of the theory of planned behavior researchers will be better equipped to identify, for example, if organizational constraints are limiting FSS (e.g. if perceived behavioral control is low) or individual characteristics that are hindering FSS (e.g. if attitude is low).

Family-Supportive Supervision and Theory of Planned Behavior

Holistically, the theory of planned behavior suggests that attitudes, subjective norms and behavioral control lead to one's intention to perform a behavior and actual engagement in that behavior (Ajzen, 1985, 1991). Specific to the current study, family-supportive supervision is the behavior of interest, which inherently is an extra role behavior (Matthews, Wayne, & Henning, 2014; Graen & Cashman, 1975), such that FSS is a behavior that is beyond the scope of one's job description. Stated differently, supervisors are not *required* by their jobs to participate in FSS, but rather choose to, whether consciously or unconsciously. According to the theory of planned behavior, the choice to participate in a behavior is due to one's intention to participate in said behavior.

Researchers considering why individuals participate in specific behaviors (one's behavioral intentions) have considered felt-responsibility as an important precedent (Morrison & Phelps, 1999: 407). Felt-responsibility has been conceptualized as one's belief about their obligation to induce productive change (Morrison et al., 1999). Pearce and Gregersen (1991) demonstrated the importance of felt-responsibility in participating in organizational extra-role behaviors, suggesting that feelings of responsibility are necessary to participate in above and beyond behaviors. Further, felt-responsibility has been specifically linked, conceptually, to one's participation in family-supportive supervision (Straub, 2012). *Family-supportive felt-responsibility (FSFR)* describes one's feelings of obligation to assist subordinates with managing their work and family lives. Felt-responsibility is a future oriented construct describing one's psychological state regarding their willingness to be held accountable for future behaviors (Fuller, Marler, & Hester, 2006). It is assumed that one's feelings of obligation and willingness to be held accountable for future behaviors are synonymous with one's intention to perform a

specific behavior. Therefore, in the current study the primary researcher conceptualizes intentions to participate in family-supportive supervision as family-supportive felt-responsibility.

According to the theory of planned behavior, family-supportive felt-responsibility (intention to participate in FSS) is preceded by three antecedents, attitude, subjective norms and perceived behavioral control (Ajzen, 1985; 1991). Each of these constructs can be conceptualized from a family-supportive perspective utilizing readily studied work-family constructs. In the current study, attitude, for example, will be defined by a supervisor's attitude toward family. Work-family scholars have previously utilized work and family centrality to assess one's attitudes toward work and family domains (Michel, Kotrba, Mitchelson, Clark, & Baltes, 2011; Matthews, Swody, & Barnes-Farrell, 2012; Sharabi & Harpaz, 2010; Bagger & Li, 2012; Carlson & Kacmar, 2000). Centrality has been defined as the amount of general importance that a given domain has in one's life at a specific time (Carlson & Kacmar, 2000). An individual high in work centrality tends to put work above other relevant life roles (e.g., family). In contrast, an individual high in family centrality emphasizes family. Acknowledging that family-supportive supervision requires supervisors to be aware of, and concerned with, their subordinate's work and family roles, it is expected that supervisors who are high in family centrality themselves will result in intentions to participate in family-supportive supervision. The premise that family centrality reflects a family-supportive attitude that relates to family-supportive felt-responsibility is consistent with work by Carlson and Kacmar (2000), who hypothesized that work and family centrality influence how people describe themselves and subsequently make decisions (Carlson & Kacmar, 2000). Therefore, family centrality is conceptualized as an actor specific family-supportive attitude that should drive the development and maintenance of family-supportive felt-responsibility (Figure 1).

Hypothesis 1: *Supervisor's family centrality is positively related to his/her family-supportive felt-responsibility.*

In addition to family-supportive attitude relating to family-supportive felt-responsibility, family-supportive subjective norms should also relate to family-supportive felt-responsibility. Originally conceptualized as subjective norms (Ajzen, 1985), researchers testing the theory of planned behavior have used social norms, specifically *descriptive* and *injunctive* social norms, as antecedents that leads to behavioral intentions (Jacobson, Mortenson, & Cialdini, 2011; Lac, et al., 2013). Descriptive social norms regarding a behavior are conceptualized as one's perception of how frequently important others engage in the behavior. Injunctive social norms describe one's perception of the extent to which important others approve of the behavior (Jacobson et al., 2011). In sum, social norms refer to important others. Specifically, descriptive social norms describe important other's *participation* in a behavior and injunctive social norms describe important other's *approval* of a behavior.

In the present study, based on the definition of social norms provided by Jacobson et al., (2011), the primary researcher conceptualizes descriptive social norms in terms of the supervisor's perception of how often his/her own supervisor engages in family-supportive supervision. Important others, in the current study, the *supervisor's supervisor*, are likely to influence the social norms regarding the participation of FSS, creating or inhibiting an environment where family-supportive supervision is promoted. In other words, FSS is likely to trickle down from supervisor to supervisor, such that if a supervisor's supervisor participates in FSS, they are likely to provide FSS to their own subordinates. A similar trickle down effect has been found within the social exchange literature regarding leader-member exchange relationships (LMX) and leader-leader relationships (LLX). Zhou, Wang, Chen and Shi (2012) suggest that

relationships supervisors have with their subordinates (LMX) mimic the relationship supervisors have with their supervisor (LLX) through a social learning process. Further, Zhou et al., (2012) suggest that a positive trickle down effect may occur because supervisors in high level exchange relationships have more resources which enable them to provide more resources to their own subordinates. Stated in terms of family-supportive supervision, supervisors who have supervisors who participate in FSS are likely to mimic the supervisor-supervisor family-supportive relationship in their relationship with their own subordinates. In addition, they are expected to have been exposed to and benefited from family-supportive resources provided by their own supervisor, allowing them to more easily transfer family-supportive resources to their subordinates.

Hypothesis 2a: *Supervisor's experienced family-supportive supervision is positively related to family-supportive felt-responsibility*.

As noted previously, beyond descriptive social norms, injunctive social norms also play a critical role in one's intent to perform a behavior. In the current study the primary researcher conceptualizes injunctive social norms in terms of a supervisor's family-supportive organization perceptions (FSOP). Generally, FSOP is defined as, "the global perceptions that employees form regarding the extent the organization is family supportive" (Allen, 2001, p. 416). Therefore, it is assumed that the organization is an important other as family-supportive organization perceptions have been shown to be instrumental in the way in which employees behave (Erkutlu, 2010; Wayne, Casper, Matthews, & Allen, 2013; Mills, Matthews, Henning & Woo, 2014). It is assumed that if the organizational culture promotes (e.g. approves of) family-supportive practices, supervisors will be more likely to feel responsible for participating in family-supportive supervision.

Hypothesis 2b: *Supervisor's family-supportive organization perception is positively related to his/her family-supportive felt-responsibility*.

Leveraging the theory of planned behavior, the final antecedent of family-supportive felt-responsibility is one's perceived behavioral control. Behavioral control refers to one's perception of the ease with which one can participate in a specific behavior, or rather, is dependent on one's feelings regarding their ability to perform a behavior (Ajzen, 1985, 1991). Behavioral control can be impacted by one's knowledge, skills or self-efficacy (individual characteristics) as well as resources and opportunities (organizational characteristics; Ajzen, 1985, 1991; Griepentrog et al., 2012). A crucial component of the theory of planned behavior is that it acknowledges both individual constraints and environmental (organizational) constraints, such that one's perceived behavioral control is a combination of both one's perceptions about their own capabilities as well as their ability to perform a behavior in a specific environment (Ajzen, 1985, 1991). Recall, family-supportive supervision is an extra-role behavior, such that it is not part of an employee's job description. Therefore, it is unlikely that a supervisor will participate in family-supportive supervision if they do not feel they have the ability to do so, as it is not required. For example, it is unlikely a supervisor will work with an employee to create a flexible schedule or an in-house daycare system if he/she does not feel that it is possible. Therefore, it is expected that perceived behavioral control will be related to family-supportive felt-responsibility.

Hypothesis 3*: Perceived behavioral control is positively related to family-supportive felt-responsibility*.

At the core of the theory of planned behavior is the conceptual argument that attitudes, social norms, and behavioral control uniquely predict intention to engage in a behavior, and in turn, intention to engage in a behavior predicts actual engagement in a behavior. The true utility

of the theory of planned behavior is understanding the process behind why people engage in specific behaviors. In terms of family-supportive supervision and the theory of planned behavior, family-supportive felt-responsibility, as an index of intention, is hypothesized to be positively related to the supervisor's actual participation in family-supportive supervision. The issue at hand though is that supervisors are not the recipient of family-supportive supervision; subordinates are the recipient.

In order to adequately assess family-supportive supervision, subordinates will be asked to rate their supervisor's level of FSS. Referring back to the actor versus receiver perspective, family-supportive supervision is inherently a behavior that is important to the receiver. Thus far the constructs under examination have been *actor* focused, attempting to explain *why* supervisors participate in family-supportive supervision. Therefore, the *why* constructs need to be assessed from the actor perspective, but the *what* construct (FSS) needs to be assessed from the receiver perspective. In addition, asking managers to report on the degree to which they engage in family-supportive supervision may not accurately reflect their actual behaviors due to self-perception (Ashford 1989), self-other agreement (Atwater, Ostroff, Yammarino, & Fleenor, 1998) and self-assessment of socially undesirable behavior (Harrison & Shaffer, 1994). The same issue regarding supervisors rating themselves on their own behaviors has been noted in the wider leadership literature. For example, Brown, Treviño and Harrison (2005) strongly suggest that supervisors are unlikely to rate themselves as anything less than favorable on an ethical leadership scale.

Further, research has demonstrated that the supervisor and the subordinate do not always agree on their evaluations of family-supportive supervision, and that is it important to consider both subordinate and supervisor perspectives as agreement is typically low (Matthews, Wayne,

& Henning, 2014). Therefore, family-supportive supervision will also be measured from the supervisor perspective, to further understand how supervisors and subordinates perceive family-supportive supervision and the relationship between the two perspectives. However, in examining it's relation to supervisor felt-responsibility, the primary researcher will utilize the subordinate perceptive of family-supportive supervision to measure the behavior of interest as the subordinate perceptive is most relevant and potentially more accurate (Brown et al., 2005). Ultimately, leveraging the theory of planned behavior, it is hypothesized that supervisor rated family-supportive felt-responsibility will be positively related to subordinate rated family-supportive supervision.

Hypothesis 4*: Supervisor perception of family-supportive felt-responsibility is positively related to employee reports of family-supportive supervision*.

METHODS

Procedure

Two methods of data collection were employed to recruit respondents. First and foremost, as proposed, surveys were distributed to supervisors within the personal network of the primary investigator via email. To be included in the study, the focal supervisor was required to have their own supervisor (e.g., all participations must have a supervisor). The survey for the focal supervisor included a cover letter, explaining the purpose of the study and ensuring confidentiality and anonymity. Upon completing the survey, each supervisor was asked to nominate and provide an email address for up to three subordinates to participate in the study. It was explained that the second survey would be sent to the subordinate, asking similar questions, and that the supervisor should in no way influence the subordinate's participation. In addition, all supervisors were asked if they would like to be entered into a drawing to win one of five $25 Amazon gift cards.

A second survey was then sent to the nominated subordinate(s). This invitation included a cover letter explaining the purpose of the study and ensuring confidentiality and anonymity. The subordinate was then asked to complete the survey. After each subordinate completed the survey they were asked if they would like to be entered into a drawing to win one of five $25 Amazon gift cards.

Finally, based on a peer nomination strategy, in order to increase the study sample size, supervisors and subordinates were asked to provide email addresses of other individuals they felt would be interested and willing to participate in the current study. If email addresses were provided the same method as previously described was employed. In addition, some individuals elected to email their network personally, in which case a unique hyperlink was created through

SurveyMonkey.com and sent to them. For this reason, we are unable to accurately compute the response rate for this method of data collection.

The second method of data collection occurred within a large, global manufacturing company. The primary investigator received support from the Human Resources department to survey three specified groups of full-time employees. An initial email of support was sent to employees, explaining the purpose of the study and encouraging, but not requiring, participation. Following that initial email, the primary investigator sent a similar email, further explaining the study, ensuring confidentiality and anonymity and providing a link to the appropriate survey (the supervisor survey to the supervisors and subordinate survey to the subordinates). If employees were interested in participating they clicked the link provided and were taken to an informed consent page. If they agreed to the terms, they were instructed to click the "next" button, confirming their consent and beginning the survey.

Due to the fact that a subset of supervisors (37) had more than one subordinate complete the survey, a random number was generated to determine which subordinate would be utilized in the analysis of the proposed model. The random number generated was six, and therefore the sixth subordinate was chosen. If there were less than six subordinates per supervisor, the primary investigator counted through those who participated until she reached six. The subordinate in the "sixth spot" was subsequently selected. Upon selecting the supervisor-subordinate pairs, data was linked in SPSS through randomly assigned dyadic codes. All supervisors were randomly assigned a dyadic code. For the initial data collection, supervisors provided the email of their subordinates and the primary investigator was able to identify dyads through email. Upon assigning both the subordinate and the supervisor dyadic codes, all identifying information (email address) was stripped from the data. For the data collection within the organization,

surveys were sent through SurveyMonkey.com which retained the email addresses of all participants. The primary investigator then used the organizational charts of those participants and assigned each subordinate their respective dyadic code based on their supervisor. Upon assigning both the subordinate and the supervisor dyadic codes, all identifying information (email address) was stripped from the data.

Participants

Based on the two methods of data collection, 56 supervisor-subordinate dyads were collected; 20 supervisor-subordinate dyads were recruited using Method 1 (i.e., peer-nomination) and the remaining 36 supervisor-subordinate dyads were recruited from the organizational sample (Method 2). Unfortunately, due to the nature of the first method of data collection, response rates cannot be computed. Participants recruited using Method 1 were employed within treasury management, sales, marketing or administrative roles. Within Method 2, 29 supervisors participated and 178 subordinates participated, for a response rate of 67% and 65% respectively. Participants recruited using Method 2 fell within three occupations, human resources, information technology or manufacturing.

Within the final analysis sample of dyads, 56 supervisors and 56 subordinates were recruited. Of the supervisors sampled, the mean age was 45.58 years (SD = 9.10), 80% were married, 13.3% were single, 3.3% were widowed and the remaining 3.3% were partnered/cohabitating. Within the sample, 42% of supervisors were female. Further, within the supervisor sample, 19.6% were Asian/Pacific Islander, 1.8% American Indian/Alaskan native, 60.7% Caucasian, 1.8% Hispanic/Latino, and all remaining participants either declined to answer or answered “Other”. Of the subordinates sampled, the mean age was 39 years (SD = 12.35), 50.9% were female, 72.7% were married, 18.2% were single and 9.1% were

partnered/cohabitating. Of the subordinate sample, 1.8% were American Indian/Alaskan native, 26.8% Asian/Pacific Islander, 1.8% Black/African American, 58.9% Caucasian, 1.8% Hispanic/Latino and the remainder declined to answer.

Measures

Supervisor Survey

Attitude (Family Centrality): Attitude was measured using an adapted 5-item measure of family centrality, adapted by Matthews, Kath, & Barnes-Farrell (2012), originally developed by Carlson, Kacmar, & Williams (2000). All items were rated on a scale from 1(*strongly disagree*) to 7(*strongly agree*). A sample item is, "Being a part of a family is more important to me than anything else." The full measure is reported in Appendix A. However, after the initial proposal meeting and subsequent data collection, the primary researcher identified an issue related to the original operationalization of attitude. Therefore, attitude was also assessed with a 9-item measure (originally proposed as a family-supportive felt-responsibility measure) by Kwan (2014). For more information regarding the measure please see Appendix B.

Intention (Family-Supportive Felt-Responsibility): Family-supportive felt-responsibility (FSFR) was assessed using Kwan's (2014) 9-item measure. All items were ranked on a 5-item scale from 1(*strongly disagree*) to 5(*strongly agree*) and responded to the statement "In my role as a supervisor, I believe that I should care about the extent to which subordinates…" An example item is, "resolve conflicts between their work and home responsibilities". The full measure is reported in Appendix B.

Injunctive Norms (Family-Supportive Organization Perception): Family-supportive organization perception (FSOP) was measured using a six-item measure validated by Booth and Matthews (2012). The measure is an abbreviated version of a scale originally developed by Allen

(2001). Participants were asked to rate statements from 1(*strongly disagree*) to 5(*strongly agree*) regarding how strongly they felt the statements reflect their organization's philosophy and/or beliefs. A sample item is, "It is assumed that the most productive employees are those who put their work before their family life." The full measure is reported in Appendix D. Please note, all items were reverse coded for an assessment of non-work support, as the original measure assesses how much emphasis an organization puts on work.

Behavioral Control: Behavioral control was assessed using six statements, developed for the purposes of the current study, rated on a 5-point Likert scale from 1(*strongly disagree*) to 5(*strongly agree*): (a) "It's easy for me to support my employees in managing their work and family lives"; (b) "I have the resources necessary to support my employees in managing their work and family lives"; (c) "I have the knowledge necessary to support my employees in managing their work and family lives"; (d) "I am confident in my ability to support my employees in managing their work and family lives"; (e) "I have the opportunities necessary to support my employees in managing their work and family lives; (f) "I feel I can choose to support my employees in managing their work and family lives". This method of assessing behavioral control has been utilized by other researchers when examining the theory of planned behavior and the proposed items are based on existing measures of behavioral control (Lac et al., 2013; Park et al., 2014; van der Linden, 2011). The full measure is reported in Appendix C.

Descriptive Norms (Family-Supportive Supervision): The focal supervisor's perceptions of his/her supervisor's family-supportive supervision was measured using a 4-item scale by Hammer, Kossek, Bodner, and Crain (2013). A sample item is, "Your supervisor makes you feel comfortable talking to him/her about your conflicts between work and non-work". All items were based on a 5-point Likert scale from 1(*strongly disagree*) to 5(*strongly agree*). The

full measure is reported in Appendix E. The focal supervisor's perceptions of their own participation in FSS was also measured using Hammer et al.,'s (2013) measure. Items were reworded to reflect the appropriate perspective, such that the above statement was reworded to state, "I make my subordinates feel comfortable talking to me about their conflicts between work and non-work". The full measure is reported in Appendix F.

Subordinate Survey

Behavior (Family-Supportive Supervision): Subordinate perceptions of his/her supervisor's (i.e., the focal supervisor) family-supportive supervision was measured using the 4-item scale by Hammer, Kossek, Bodner, and Crain (2013). A sample item is, "Your supervisor makes you feel comfortable talking to him/her about your conflicts between work and non-work". All items were rated on a 5-point Likert scale from 1(*strongly disagree*) to 5(*strongly agree*). The full measure is reported in Appendix G.

RESULTS

Model Testing and Proposed Changes

Means, standard deviations, and alpha coefficients for each measure are provided in Table 1. Additionally, correlations are provided in Table 2. Subordinate related family-supportive supervision was not significantly correlated ($r = .13$, $p > .05$) with supervisor perception of their own participation in family-supportive supervision. This provides support for measuring family-supportive supervision from the subordinate's perspective, as there was not strong agreement between the supervisor and subordinate[1].

Structural equation modeling (SEM) in AMOS 18.0 was used to test the proposed path model and hypothesized paths. Model fit was assessed using the chi-square statistic, the CFI and the RMSEA, and was found to be initially poor, $\chi^2(4, N = 56) = 13.74$, $p = .01$, CFI = .26, and RMSEA = .21. However, in the original thesis proposal meeting, the committee suggested that the measure of family-supportive felt-responsibility might not be truly capturing felt-responsibility. In addition, upon subsequent examination of the family centrality measure (proposed as an attitude measure) it appears the items were not adequately assessing attitude toward family-supportive supervision. In sum, both the family-supportive felt-responsibility measure and the family centrality measure were not adequately operationalized to match the conceptual definitions of the constructs of interest. Therefore, changes to Model 1 were necessary and exploratory analyses conducted in order to more accurately model the data.

[1] Recall, subordinate perceptions of family-supportive supervision have been shown to relate to positive subordinate outcomes (decreased work-family conflict, increased job satisfaction; Hammer et al., 2009, 2011), not supervisor ratings of their own family-supportive supervision. Therefore, the benefits associated with family-supportive supervision are related to subordinate perceptions, and because supervisor and subordinate perceptions do not appear to align, measuring subordinate rated family-supportive supervision was most relevant. In addition, the strongest correlation was between supervisor ratings of their own participation in family-supportive supervision and perceived behavioral control. This suggests that perceived behavioral control may be crucial in supervisor's perceptions of his/her own participation in family-supportive supervision.

Upon further examination, it appeared that the family-supportive felt-responsibility measure holistically captures the conceptual definition of one's attitude toward family-supportive supervision. Therefore, attitude was reoperationalized, such that, in Model 2 (Figure 2) the family-supportive felt-responsibility measure was used to assess attitude (rather than family centrality). Further, results from Model 1 (Figure 1) suggest the importance of perceived behavioral control in subordinate ratings of family-supportive supervision. This can be seen in Table 2, which shows that perceived behavioral control is the only construct significantly correlated ($r = .40$, $p < .01$) with subordinate ratings of family-supportive supervision.

For these reasons, Model 2 was examined (Figure 2) and exploratory analyses were conducted. A thorough summary and rationale for the proposed changes is provided in the discussion section. Due to the proposed changes the current study moves away from testing the theory of planned behavior, focusing instead on specific antecedents of family-supportive supervision. Unfortunately, the theory of planned behavior cannot be fully tested sans the measure of intention. Therefore, Model 2 tests *components* of the theory of planned behavior, however Model 2 is not a formal test of the full theory.

Exploratory Analyses

Upon making the describe changes, the model fit improved substantially and the fit indices indicate good model fit, $\chi^2(3, N = 56) = 3.93$, $p = .269$, CFI = .98, and RMSEA = .075 (Table 3; Figure 3). Good model fit is assumed based on the generally accepted norms for CFI and RMSEA, such that a CFI of above .95 indicates a close fit between the model and the data and a RMSEA of less than .08 indicates a good fit (Kline, 2005). Although typically a RMSEA of less than 0.06 is indicative of a close fit (Kline, 2005), due to the fact that the model is very

parsimonious, the RMSEA of 0.075 is acceptable. In addition, the lower 90% confidence limit is 0.00, suggesting good model fit.

Upon examining each of the relationships, all four paths are significant (Figure 3; Table 3). Path 1 suggests that family-supportive supervisor attitudes is positively related to perceived behavioral control. This path was found to be significant, such that, $\beta_{attitude} = .39$, $p < .001$. Additionally, support was found for paths 2a and 2b, $\beta_{FSS} = .26$, $p = .037$, $\beta_{FSOP} = .25$, $p = .047$, respectively, demonstrating the importance of both family-supportive supervisor behavior of one's supervisor and family-supportive organization perceptions in predicting perceived behavioral control. Finally, support was found for path 3, suggesting perceived behavioral control is related to participation in family-supportive supervision (as rated by one's subordinate), $\beta_{PBC} = .40$, $p = .001$.

DISCUSSION

Family-supportive supervision is related to a number of positive employee outcomes including reduced work-family conflict and increased job satisfaction and well-being (Hammer et al., 2009, 2011). Researchers have urged the field to begin to examine antecedents of family-supportive supervision (Straub, 2012). To date, family-supportive supervision has been mainly conceptualized within the framework of social exchange theory, providing a resource exchange perceptive for why supervisors continue to participate in family-supportive supervision. However, social exchange theory fails to address why a supervisor might initially participate, such that it does not address the underlying conscious or unconscious decision making process a supervisor goes through to engage in family-supportive supervision. For this reason, the current study examined potential predictors of participation in family-supportive supervision through leveraging the theory of planned behavior to explain *why* supervisors might participate in the first place.

Initially Model 1 (Figure 1) was proposed to test the theory of planned behavior in regards to subordinate perceptions of family-supportive supervision. However, for multiple reasons model changes were necessary resulting in exploratory analyses and the creation of Model 2. The following discussion includes rationale for the changes, and elaboration on the findings. In addition, implications, study limitations, and directions for future research are discussed. Although the current study no longer formally tests the theory of planned behavior, four important *supervisor rated* antecedents of *subordinate-rated* family-supportive supervision were identified.

Discussion of Model Changes and Exploratory Analyses

Upon further examination of the initial measures and review of the theory of planned behavior literature, two interesting findings emerged. First and foremost, the proposed family-supportive felt-responsibility measure lacked construct validity, such that the conceptual definition of family-supportive felt-responsibility was not accurately operationalized. Further, it was not significantly related to subordinate reports of family-supportive supervision ($r = .13$, $p > .05$). However, despite it's lack of construct validity as a measure of felt-responsibility, the family-supportive felt-responsibility measure appeared to be a useful measure of attitude.

Attitudes have been conceptualized within the theory of planned behavior as one's overall evaluation, either positive or negative, of a given behavior (Ajzen, 1985). In the case of assessing attitude toward family-supportive supervision, family centrality (the originally proposed measure) only assesses one's attitude toward *family*, but fails to consider one's attitude toward participating in *family-supportive behaviors*. Rather, the family-supportive felt-responsibility measure provides a much more accurate reflection of one's attitude toward participation in family-supportive behaviors.

For example, the family centrality measure asks individuals how much they agree with statements such as, "my life would be empty if I never had a family" (see Appendix A for full measure), whereas the family-supportive felt-responsibility measure asks individuals to respond to the statement, "In my role as a supervisor, I believe that I should care about the extent to which my subordinates achieve balance between their work and home lives" (see Appendix B for full measure). It is apparent, upon further evaluation of both measures, that the family centrality measure does not accurately capture attitudes towards the behavior of interest (family-supportive supervision) and in fact, the originally proposed family-supportive felt-responsibility measure is

likely a more accurate measure of attitude. This is supported in other research utilizing the theory of planned behavior, as attitudes tend to be measured with items such as "I think that participating in this behavior is…" (Park & Ha, 2014), directly asking individual's about the behavior of interest. Therefore, attitude was reoperationalized using the family-supportive felt - responsibility measure (Appendix B).

A second interesting finding that emerged was that perceived behavioral control was the only supervisor-rated antecedent significantly related to subordinate perceptions of family-supportive supervision ($r = .40$, $p = .01$). This is of interest because it shows the important role that supervisor perceptions of behavioral control may play in subordinate feelings of family-support from their supervisor. In addition, it shows that the other proposed antecedents are not directly related to subordinate perceived family-supportive supervision. However, the proposed antecedents, supervisor perceptions of their own supervisor's participation in family-supportive supervision ($r = .52$, $p = .01$), their family-supportive organization perceptions ($r = .48$, $p = .01$) and their attitude regarding family-supportive supervision (now conceptualized with the FSFR measure; $r = .58$, $p = .01$), were all significantly correlated with perceived behavioral control. These findings suggested that model changes were warranted, such that perceived behavioral control may be the linking mechanism between family-supportive supervision and attitude and social norms (Figure 2). With these model changes, the current study moved away from testing the theory of planned behavior, examining instead, individual predictors of family-supportive supervision.

To that end, family-supportive supervision has been conceptualized as an extra-role behavior (Matthews et al., 2014; Graen & Cashman, 1975), such that supervisors are not required by their jobs to participate. Therefore, in order to participate in family-supportive supervision,

one can argue that it would be particularly important that a supervisor feel he/she has the ability or *control* to participate. Recall that perceived behavioral control asks individuals to what extent they believe in statements such as "It's easy for me to support my employees in managing their work and family lives" and "I have the opportunities necessary to support my employees in managing their work and family lives". This measure is consistent with other measures of perceived behavioral control (Lac et al., 2013; Park et al., 2014; van der Linden, 2011; full measure in Appendix C). In regards to participating in extra-role behaviors, if a supervisor does not feel they are capable, nor do they have control over participation, they are unlikely to participate as they are not formally rewarded nor recognized for such behavior. Support for this argument was found in the current study, demonstrating a direct relationship between perceived behavioral control and subordinate rated family-supportive supervision.

This is of particular interest because limited, if any, research considers actor rated (supervisor) antecedents and receiver rated (subordinate) behavior regarding family-supportive supervision. The $r = .40$ ($p = .001$) relationship between supervisor rated perceived behavioral control and subordinate rated family-supportive supervision is extremely enlightening as it shows that feeling you have control over participating in family-supportive supervision strongly impacts your subordinate's perception of your participation in family-supportive supervision. Therefore, if organizational leaders are interested in increasing family-supportive supervision, the current study demonstrates that increasing supervisor perceived behavioral control is an important place to start.

If organizational leaders are interested in increasing perceived behavioral control the current study provides evidence for two methods of doing so. Both attitudes and social norms appear to be important to supervisor feelings of perceived behavioral control. Having a favorable

attitude about family-supportive behaviors is likely to be related to feelings of control over participating in family-supportive supervision, such that someone who values family-supportive supervision is likely to recognize its importance and perceived control is likely to be more salient. If one does not see the importance of family-supportive supervision they might not even be aware they have the ability to participate. The results from the current study demonstrate the important role attitude appears to play in feelings of perceived behavioral control.

Further, one can reason that family-supportive supervision from one's supervisor and family-supportive organization perceptions are important predictors of one's perceived behavioral control, as was demonstrated in the current study. As suggested by Zhou et al., (2012) leadership behaviors trickle down the leadership chain, potentially due to social learning and increased resources providing the opportunity to participate in more supportive supervision. Social learning suggests that supervisors learn how to participate in family-supportive supervision from their supervisors, increasing their perceived ability to participate. Having more resources is also likely to increase perceived behavioral control as these supervisors are likely to be better equipped to complete their in-role tasks and subsequently participate in extra-role behaviors such as family-supportive supervision. In regards to family-supportive organization perceptions, organizations (similarly to supervisors) have the ability to provide resources to employees. If supervisors feel supported by their organization through the provision of the necessary resources, then it can be assumed they are more likely to feel they have control over participating in family-supportive supervision.

Limitations and Future Research Directions

As with most research, this study is not without its limitations. First and foremost, a clear limitation is the originally proposed attitude measure (i.e., family centrality), which did not fully

tap into attitudes associated with family-supportive behaviors. Family centrality refers to the importance an individual places on *family*, however does not speak to the importance of supporting employees in managing their work and family lives. Further, as brought up in the proposal meeting, the originally proposed intentions measure (family-supportive felt-responsibility) did not truly appear to measure felt-responsibility or intentions. However, it was determined that the family-supportive felt-responsibility measure provided value, as it appears to appropriately measure attitude. As noted, this measure is consistent and similar to other measures of attitudes used in research studying the theory of planned behavior (Lac et al., 2013; van der Liden, 2011).

Future research should look further at the psychometric properties of this measure, as it was recently developed (Kwan, 2014) and although similar to other attitude measures, the construct validity should be confirmed. In addition, due to the change in measurement, intention was not measured in the current study, which is another limitation. There is reason to believe that intentions play an important role in the participation of family-supportive supervision above and beyond implications from the theory of planned behavior, as scholars have suggested it is instrumental in family-supportive supervision (Straub, 2012).

It is of particular interest to examine the relationship between perceived behavioral control and family-supportive supervision when intention is introduced. There is reason to believe that even with the addition of intention, perceived behavioral control will still be an important predictor of family-supportive supervision. A number of studies have used the theory of planned behavior in conjunction with other theories and models, depending on the behavior of interest. For example, there has been a debate in the literature regarding the role past behavior plays in predicting future behavior (van der Linden, 2011). Ajzen (1991, 2002) argues that past

behavior does not factor into future behavior in the way other researchers have suggested and demonstrated it has (van der Liden, 2011). Researchers suggest that this discrepancy in the importance of past behavior in the intention to participate in future behavior is inherently due to the behavior of interest. For example, researchers have demonstrated that past charitable giving is an important predictor of future charitable giving (Rosen & Sims, 2010; van der Linden, 2011), however this might not be the case for all behaviors.

Other researchers have also reconceptualized the theory of planned behavior to better address behaviors of interest. For example, Lac et al., (2013) utilized attachment theory in conjunction with the theory of planned behavior to better understand underage drinking. Further, Park and Ha (2014) added the awareness of consequences and personal norms to their model of recycling behavior, suggesting that one's future intentions to recycle depend on their awareness of associated consequences and their personal obligation to recycle.

This body of research suggests that the theory of planned behavior may offer a foundation for *why* individuals participate in certain behaviors, but ultimately, based on the behavior of interest, other important factors may be involved. In regards to the current study, results show that attitude and social norms predict perceive behavioral control. Based on past research adapting the theory of planned behavior depending on the behavior of interest, one could argue that perceived behavioral control will play a similar role even with the introduction of intention because of it's importance to extra-role behaviors such as family-supportive supervision. Future researchers should examine Model 2 with the inclusion of a well-defined measure of intention to fully understand the relationship between perceived behavioral control, intention and family-supportive supervision.

However, in addition, scholars should continue to explore other alternatives to explain

why supervisors participate in family-supportive supervision. Although the current study found support for some portions of the theory of planned behavior, ultimately there is reason to believe that other theories may better explain what is driving supervisors to participate. Researchers have examined a number of different traits, skills and situations that lead to leadership behavior, effectiveness and emergence (Kenny & Zaccaro, 1983; Judge & Bono, 2001; Zaccaro, 2007). Moving forward, scholars should begin to examine family-supportive supervision with the same regard, looking more holistically for potentially better explanations for why some supervisors are family supportive and others are not.

A third limitation involves the sample size, as it was relatively small. The majority of dyadic studies within the work-family literature have sample sizes of 100 dyads or more (Ho, Chen, Cheung, Liu, & Worthington Jr., 2013). Further, the small sample size may explain some of the unanticipated findings regarding the measures, such that within such a small sample size true variance across the measures may not have been captured. Ultimately, it was the hope to gather data from a larger sample size, however the fact that the proposed path model was a good fit for the data, despite the small sample size is a testament to the potential strength of the relationship. Both the chi-square statistic and CFI are impacted by sample size, favoring larger sample sizes such that it is easier to detect significant results with larger samples. Specifically, CFI penalizes small sample sizes and the proposed path model still had a CFI within the acceptable range (CFI = .984). Therefore, although the sample size is small, the author does not feel it is a detriment to the current study. In addition, data collection will continue over the next few months in hopes of gathering an additional 20 or more dyads. However, future researchers should consider examining Model 2 with a larger, more diverse sample. Using a larger, more generalizable sample size would help strengthen the arguments of the current paper.

A final limitation is the recruitment method employed. It is important to note that the primary researcher collected a subset of the data from her own social network. Based on the homophily principle from the sociology literature one could argue that those within a social network are more similar than those outside of the primary researcher's social network. This is due to the fact that individuals tend to migrate toward other similar individuals (McPherson, Smith-Lovin, & Cook, 2001) and therefore there might be some underlying similarity among those who participated from the primary researcher's social network. However, a large portion of the data was collected within a global organization, surveying individuals from across the United States, Malaysian and Korea. Therefore, it is reasoned that any specific similarities among the participants recruited from the primary researcher's social network may be negated due to the vast array of individuals recruited from the organizational data collection. However, to ensure generalizability and demonstrate the findings were not due to some underlying similarity among participants, future researchers should examine Model 2 with a more diverse sample.

Practical Implications

The current study looked to examine family-supportive supervision through the lens of the theory of planned behavior to gain a better understanding of *why* supervisors initially participate in family-supportive supervision. The theory of planned behavior has been leveraged in a number of other areas (Godin & Kok, 1996; Sutton, 1998), however has yet to be applied to supervisor support within an organization. Although the current study did not fully examine the theory of planned behavior, it did identify areas of interest if organizational leaders want to increase family-supportive supervision within their organizations.

Perceived behavioral control was shown to be an important predictor of subordinate rated family-supportive supervision. This is of particular interest because a strong relationship was

found between a supervisor rated predictor (perceived behavioral control) and a subordinate rated outcome (family-supportive supervision). By measuring subordinate perceptions of family-supportive supervision, the current study provides strong support for the assumption that if organizational leaders increase perceived behavioral control they are likely to increase perceptions of family-supportive supervision, subsequently increasing positive associated outcomes. Providing a strong relationship and additionally examining the relationship in regards to the perspective of most interest (supervisor perceived behavioral control and subordinate perception of family-supportive supervision), organizational leaders should feel more comfortable dedicating valuable resources (time and money) to the constructs suggested in Model 2 in an effort to increase family-supportive supervision.

The current study has identified four important predictors of family-supportive supervision. It is the hope that these findings will encourage organizational leaders to increase family-supportive supervision within their organizations. Specifically, organizational leaders may be able to directly impact supervisor perceptions of behavioral control and both descriptive and injunctive norms. In regards to perceived behavioral control, if it is low, organizational leaders can provide additional resources, or support, for in-role tasks, providing greater opportunity to feel one can participate in family-supportive supervision. Further, the current study demonstrates that family-supportive supervision is likely to trickle down from upper management to lower level supervisors. In addition, supervisor participation in family-supportive supervision was found to be related to perceived behavioral control. Therefore, encouraging and training upper level management to be family-supportive is likely to impact lower level supervisors' perceived behavioral control and subsequent family-supportive supervision. Finally, family-supportive organization perception was found to be important in perceptions of

behavioral control. Organizational leaders may be able to increase feelings of FSOP through initiatives and policies that support managing work and family and in turn increase perceived behavioral control.

Increasing family-supportive supervision within organizations is likely to increase positive employee outcomes, such as job satisfaction, engagement, well-being and reduced work-family conflict as participation in FSS has been linked to these outcomes (Hammer et al., 2009; Hammer et al., 2011; Matthews et al., 2014). It is the hope that by providing evidence for specific areas an organization can focus on, organizational leaders will be more likely to promote family-supportive supervision and intervene in the appropriate areas.

CONCLUSION

In conclusion, the current paper leverages components of the theory of planned behavior to begin to answer the question of *why* supervisors might participate in family-supportive supervision. Support was found for all four hypothesized paths in Model 2, demonstrating the importance of attitude, descriptive and injunctive social norms and perceived behavioral control in family-supportive supervision. This was done with a relatively small sample size, however a multi-source method was used, such that supervisor reports of attitudes, social norms and perceived behavior control predicted subordinate perceptions of family-supportive supervision. This dyadic method of examination adds great value to the current paper. Future researchers should continue to build off the results, assessing the intention aspect of the theory of planned behavior and examining Model 2 with a larger, more diverse sample.

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Figure 1: Hypothesized Model 1

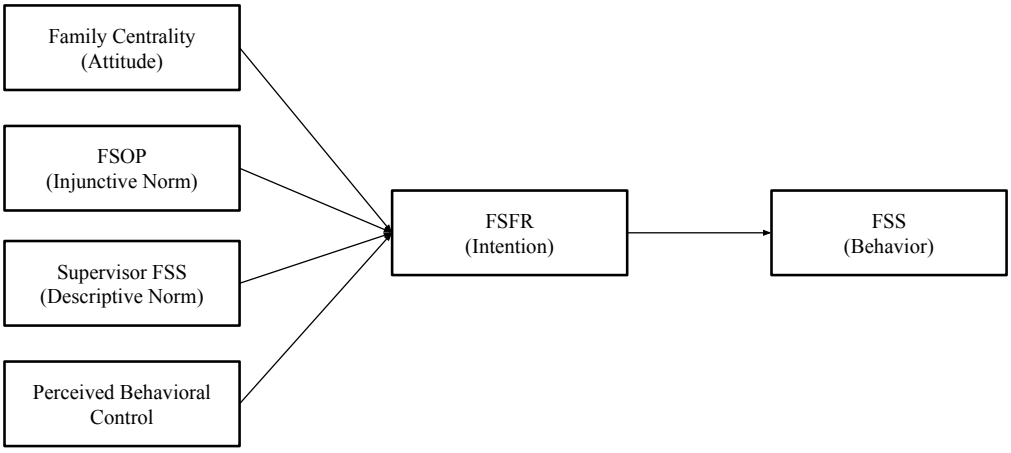

Figure 1: Hypothesized Model 1; FSOP = family-supportive organization perceptions; Supervisor FSS = supervisor's supervisor's family-supportive supervision; FSFR = family-supportive felt-responsibility; FSS = subordinate rated family-supportive supervision

Figure 2: Model 2

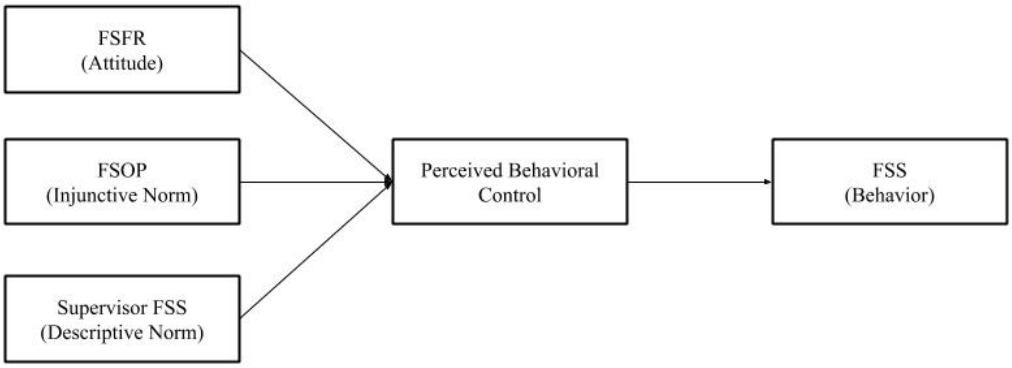

Figure 2: Model 2; FSOP = family-supportive organization perceptions; Supervisor FSS = supervisor's supervisor's family-supportive supervision; FSS = subordinate rated family-supportive supervision; FSFR = attitude, measured with family-supportive felt-responsibility

Figure 3: Model 2 Results

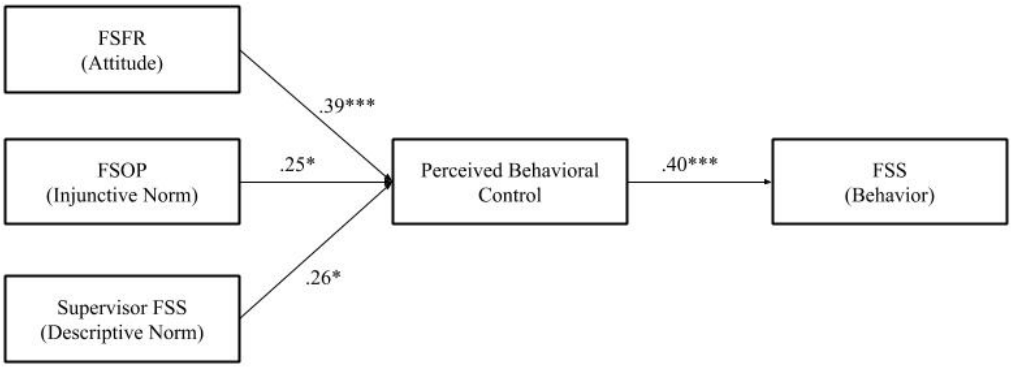

Figure 3: Model 2; FSOP = family-supportive organization perceptions; Supervisor FSS = supervisor's supervisor's family-supportive supervision; FSS = subordinate rated family-supportive supervision; FSFR = attitude, measured with family-supportive felt-responsibility; *$p < .05$, *** $p < .001$

Table 1
Means, standard deviations, and reliabilities

Variable	Mean	*SD*	α
Supervisor Reported			
Family centrality	3.96	0.79	.83
FSOP	3.78	0.76	.87
Supervisor FSS	3.81	0.60	.78
Perceived behavioral control	3.73	0.60	.87
FSFR	3.93	0.51	.88
FSS supervisor's self-rating	3.99	0.47	.71
Subordinate Reported			
FSS subordinate rating	3.90	0.78	.79

Note: N = 112 (56 pairs). FSOP = family-supportive organization perception; Supervisor FSS = supervisor's supervisor's family-supportive supervision; FSFR = family-supportive felt-responsibility; FSS supervisor's self-rating = family-supportive supervision rated by supervisor; FSS subordinate rating = family-supportive supervision rated by subordinate

Table 2
Correlations

Variable	1	2	3	4	5	6	7
1. Family Centrality	.83						
2. FSOP	.07	.87					
3. Supervisor FSS	.10	.59**	.78				
4. PBC	.05	.48**	.52**	.87			
5. FSFR	.02	.21	.30**	.52**	.88		
6. FSS (Self)	.23	.37**	.49**	.67**	.54**	.71	
7. FSS (Subordinate)	-.14	.13	.00	.40**	.13	.13	.79

Note: Diagonal indicates reliability of each scale; FSOP = family-supportive organization perception; Supervisor FSS = supervisor's supervisor's family-supportive supervision; FSFR = family-supportive felt-responsibility; FSS (Self) = family-supportive supervision rated by supervisor; FSS (Subordinate) = family-supportive supervision rated by subordinate; *p = < .05, ** p < .01.

Table 3
Parameter estimates and significance levels for Model 2

Parameter estimate	Unstandardized	Standardized	*p*
Attitude → PBC	.46	.39	<.001***
FSOP → PBC	.25	.26	.037*
Supervisor FSS → PBC	.19	.25	.047*
PBC → FSS	.53	.40	.001***

Note: *p <.05, **p < .01, ***p < .001; PBC = perceived behavioral control; FSOP = family-supportive organization perception; Supervisor FSS = supervisor's supervisor participation in family-supportive supervision; FSS = family-supportive supervision

APPENDIX A

Family Centrality

Participant Instructions: Please indicate the degree to which you agree with the following statements.

Response Scale:

1 = Strongly Disagree
2 = Disagree
3 = Slightly Disagree
4 = Neutral
5 = Slightly Agree
6 = Agree
7 = Strongly Agree

Family Centrality

1. My life would seem empty if I never had a family
2. Having a successful family life is the most important thing in life to me.
3. I expect my family life to give me more real personal satisfaction than anything else in which I am involved
4. Being a part of a family is more important to me than anything else
5. I expect the major satisfaction in my life to come from my family life

APPENDIX B

Family-Supportive Felt-Responsibility (FSFR)

Participant Instructions: Please indicate the degree to which you agree with each statement:

Response Scale:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Family-Supportive Felt-Responsibility
"In my role as a supervisor, I believe that I should care about the extent to which my subordinates…"

1. Achieve balance between their work and home lives.
2. Resolve conflicts between their work and home responsibilities.
3. Meet their responsibilities at home.
4. Are successful in their work *and* home lives.
5. Juggle the demands from work and home effectively.
6. Solve problems arising at home.
7. Are satisfied with their accomplishments at work *and* at home.
8. Handle work responsibilities when they have unanticipated home demands.
9. Handle home responsibilities when they have unanticipated work demands.

APPENDIX C

Perceived Behavioral Control

Participant Instructions: Please indicate the degree to which you agree with the following statements.

Response Scale:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Perceived Behavioral Control

1. It's easy for me to support my employees in managing their work and family lives
2. I have the resources necessary to support my employees in managing their work and family lives
3. I have the knowledge necessary to support my employees in managing their work and family lives
4. I am confident in my ability to support my employees in managing their work and family lives
5. I have the opportunities necessary to support my employees in managing their work and family lives
6. I feel I can choose to support my employees in managing their work and family lives

APPENDIX D

Family-Supportive Organization Perception (FSOP)

Participant Instructions: To what extent do you agree that each of the following statements represent the philosophy or beliefs of your organization (*remember, these are not your own personal beliefs*—but pertain to what you believe is the philosophy of your organization).

Response Scale:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Family-Supportive Organization Perceptions (all items should be reversed scored)

1. Work should be the primary priority in a person's life
2. Employees who are highly committed to their personal lives cannot be highly committed to their work
3. Attending to personal needs, such as taking time off for sick children is frowned upon
4. Individuals who take time off to attend to personal matters are not committed to their work
5. It is assumed that the most productive employees are those who put their work before their family life
6. The ideal employee is the one who is available 24 hours a day

APPENDIX E

Family-Supportive Supervision
(Focal Supervisor's Perception)

Participant Instructions: Please indicate the degree to which you agree with the following statements regarding your supervisor:

Response Scale:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Family-Supportive Supervision

1. My supervisor makes me feel comfortable talking to him/her about conflicts between work and non-work.
2. My supervisor demonstrates effective behaviors in how to juggle work and non-work issues.
3. My supervisor works effectively with employees to creatively solve conflicts between work and non-work.
4. My supervisor organizes the work in my department or unit to jointly benefit employees and the company.

APPENDIX F

Family-Supportive Supervision
(Focal Supervisor's Perception of Self)

Participant Instructions: Please indicate the degree to which you agree with the following statements regarding yourself:

Response Scale:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Family-Supportive Supervision

1. I make my subordinates feel comfortable talking to me about conflicts between work and non-work.
2. I demonstrate effective behaviors in how to juggle work and non-work issues.
3. I work effectively with my subordinates to creatively solve conflicts between work and non-work.
4. I organize the work in my department or unit to jointly benefit employees and the company.

APPENDIX G

Family-Supportive Supervision
(Subordinate's Perception)

Participant Instructions: Please indicate the degree to which you agree with the following statements regarding your supervisor:

Response Scale:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Family-Supportive Supervision

1. My supervisor makes me feel comfortable talking to him/her about conflicts between work and non-work.
2. My supervisor demonstrates effective behaviors in how to juggle work and non-work issues.
3. My supervisor works effectively with employees to creatively solve conflicts between work and non-work.
4. My supervisor organizes the work in my department or unit to jointly benefit employees and the company.

APPENDIX H

Human Subjects Review Board Approval Letter

BGSU.
BOWLING GREEN STATE UNIVERSITY
Office of Research Compliance

DATE:	January 29, 2015
TO:	Sara McKersie
FROM:	Bowling Green State University Human Subjects Review Board
PROJECT TITLE:	[683002-2] An Actor-Focused Perspective of Family-Supportive Supervision: Utilizing the Theory of Planned Behavior to Explain Why Supervisors Participate
SUBMISSION TYPE:	Revision
ACTION:	APPROVED
APPROVAL DATE:	January 24, 2015
EXPIRATION DATE:	January 5, 2016
REVIEW TYPE:	Expedited Review
REVIEW CATEGORY:	Expedited review category # *7*

Thank you for your submission of Revision materials for this project. The Bowling Green State University Human Subjects Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.
The final approved version of the consent document(s) is available as a published Board Document in the Review Details page. You must use the approved version of the consent document when obtaining consent from participants. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.
Please note that you are responsible to conduct the study as approved by the HSRB. If you seek to make any changes in your project activities or procedures, those modifications must be approved by this committee prior to initiation. Please use the modification request form for this procedure.
You have been approved to enroll *500* participants. If you wish to enroll additional participants you must seek approval from the HSRB.
All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. All NON-

COMPLIANCE issues or COMPLAINTS regarding this project must also be reported promptly to this office.
This approval expires on January 5, 2016. You will receive a continuing review notice before your project expires. If you wish to continue your work after the expiration date, your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date.
Good luck with your work. If you have any questions, please contact the Office of Research Compliance at 419-372-7716 or hsrb@bgsu.edu. Please include your project title and reference number in all correspondence regarding this project.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Bowling Green State University Human Subjects Review Board's records.